

COLLEGE READINESS

REPORT 2019

(2017 High School Graduates)



INDIANA COMMISSION *for*
HIGHER EDUCATION



High school courses **matter.**

1

While 93% of students with an Honors Diploma enroll in college within a year of graduating high school, only 53% of those with a Core 40 Diploma and 18% of students with a General diploma did so.

More students are earning college credit **in high school.**

2

Among 2017 high school graduates, 64% earned Advanced Placement (AP) and/or dual credit—an increase of 2 percentage points in one year and 17 percentage points in 5 years.

College includes multiple pathways to **a degree or credential.**

3

Over two-thirds of Hoosier students who go directly to college are pursuing a bachelor's degree, while 28% are pursuing an associate degree and roughly 3% are working to earn a certificate or other award. Not detailed in the College Readiness Report are students who do not go directly to college: these students pursue certificates and associate degrees in large numbers.

Fewer students need **remediation.**

4

Among 2017 high school graduates, less than 12% needed remediation in college compared to 13% of 2016 high school graduates. Roughly 7% of all college enrollees needed remediation in math, 3% needed remediation in English, and another 1% needed remediation in both subjects.

Racial and ethnic gaps **remain.**

5

About 79% of Asian students, 65% of White students, 57% of Black students and 53% of Hispanic students go straight to college after high school. While Black and Hispanic students represent the fastest growing high school populations, college-going rates remain lower than their peers.

More 21st Century Scholars **are going to college.**

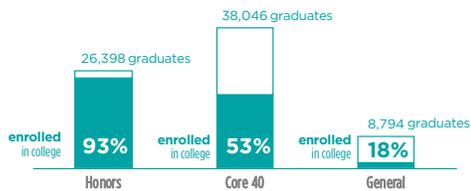
6

While college-going rates have slightly fallen overall, more 21st Century Scholars are going to college. Among 2017 Scholars, 86% went directly to college—an increase of four percentage points in one year.

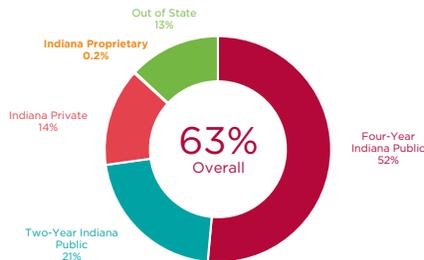
COLLEGE READINESS AT A GLANCE

ACCESS: How many are going to college?

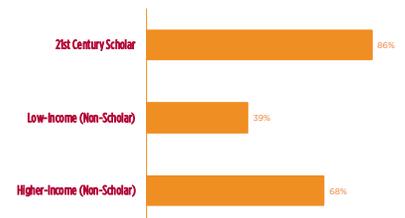
COLLEGE GOING RATE by DIPLOMA TYPE 2017



COLLEGE ENROLLMENT by CAMPUS TYPE 2017

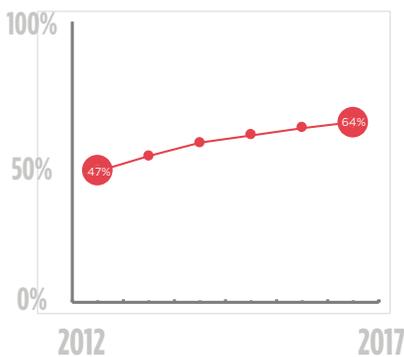


COLLEGE GOING RATES by SOCIOECONOMIC STATUS 2017

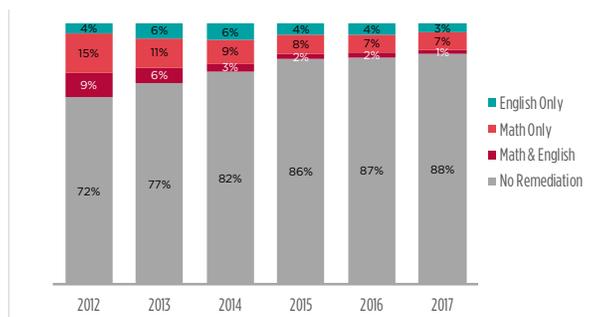


READINESS: Are they prepared for college-level coursework?

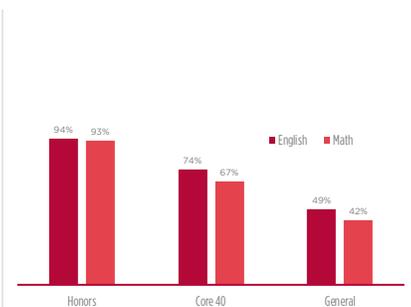
% OF HIGH SCHOOL GRADUATES EARNING AP or DUAL CREDIT



REMIEDIATION TRENDS students enrolling in IN public colleges



COURSE SUCCESS RATES BY SUBJECT AND DIPLOMA TYPE



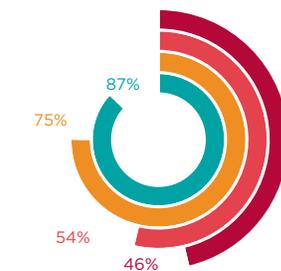
SUCCESS: How many succeed?

% Completing EXTENDED-TIME*



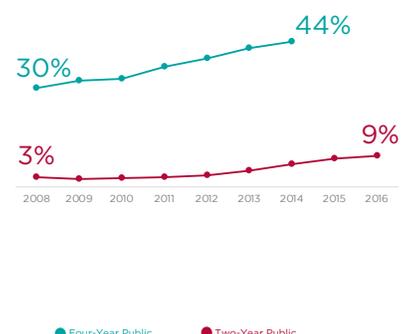
*Includes students enrolling in Indiana public colleges initially pursuing a bachelor's (four-years) or an associate or longer-term certificate (two-years)

EARLY SUCCESS IN COLLEGE



- No Remedial Classes Required
- Persisted to Second Year
- Completed all Coursework Attempted
- Met All Three Early Success Criteria

% Completing ON-TIME*



*Includes students enrolling in Indiana public colleges initially pursuing a bachelor's (four-years) or an associate or longer-term certificate (two-years)

HOW TO USE THE REPORTS

The Indiana Commission for Higher Education's College Readiness Reports are designed to provide information on students entering college. The reports encompass the entire first year of college for students who graduated high school the previous academic year and enrolled in college within one year. The reports also provide data beyond freshman year, from persistence to completion within six years.

The reports are broken into four sections, with an accompanying interactive dashboard. Some suggestions for use by schools and corporations are listed below:

COLLEGE GOING

1

- Compare percentage of graduates who enrolled in college against similar schools of the state.
- Review college enrollment for student groups to analyze whether college readiness programs are having the desired effect (e.g., AP, dual credit, high school diploma type, 21st Century Scholar program).
- Identify the types and locations of institutions graduates are enrolling in and compare with similar schools or the state.

ENROLLMENT DETAIL

2

- Identify which institutions enroll the highest number of graduates and collaborate on college readiness and student supports.
- Review enrollment status of graduates. While some students may need to attend college part-time, data suggest the students who attend college full time are much more likely to persist and complete on time or within 150% of program length.
- Review the degree and program types in which freshman enroll. Schools that specialize in a specific discipline may be interested in identifying if students are enrolling in college in these areas. If a school has a large percentage of students enrolling in a certain area, they should consider collaborating with colleges to ensure program alignment

ACADEMIC PREPARATION

3

- Review number and percentage of graduates and student groups who required remediation and compare with similar schools or the state.
- Review the percentage of students who required remediation and completed those courses.
- Review the percentage of students who required remediation by subject. The majority of students who require remediation need it in Math or in both English/Language Arts and Math.

STUDENT PERFORMANCE

4

- Review GPA distributions to determine how graduates are performing in their freshman year and compare to similar schools or the state.
- Review distributions of credits graduates earned during their freshman year. Students should complete at least 30 credit hours their freshman year to graduate on time. Completing all credits attempted is often the biggest hurdle for students

ONLINE DASHBOARD



The online interactive dashboard provides multi-year trends for college going, academic preparation, and college performance. Explore the data by school, corporation, county, and state level, with additional data elements such as:

- Early college success benchmarks—the percentage of students who only enrolled in non-remedial courses, earned all credits attempted, and persisted to sophomore year;
- Degree completion rates, both on-time and extended over six years

Indiana College Readiness Reports

2017 High School Graduates
State of Indiana



College Going (within a year of high school graduation)



High School Graduates Enrolling in College

Breakdown	# of HS Graduates	# Enrolled in College	% Enrolled in College
High School Diploma Type			
Honors	26,398	24,429	93%
Core 40	38,046	20,096	53%
General	8,794	1,624	18%
High School Graduation Waiver Status			
Graduated with Waiver	6,450	1,526	24%
Graduated without Waiver	66,788	44,623	67%
Advanced Placement Status			
Took and Passed an AP Test	13,633	12,474	91%
Took but Did Not Pass an AP Test	12,463	10,533	85%
Did Not Take an AP Test	47,142	23,142	49%
Dual Credit Status			
Earned Dual Credit from an Indiana Public College	43,899	32,819	75%
Did Not Earn Dual Credit from an Indiana Public College	29,339	13,330	45%
21st Century Scholar Status			
21st Century Scholar	9,184	7,943	86%
Non 21st Century Scholar	64,054	38,206	60%
Socioeconomic Status			
Free or Reduced Lunch	24,407	12,217	50%
Non Free or Reduced Lunch	48,831	33,932	69%
Race/Ethnicity			
White	53,997	35,053	65%
Black	7,942	4,494	57%
Hispanic	6,641	3,505	53%
Asian	1,673	1,324	79%
Other	2,985	1,773	59%
All Students	73,238	46,149	63%



Indiana College Readiness Reports

2017 High School Graduates

State of Indiana



High School Graduate Enrollment by College Type

College Type	# of HS Graduates	% of Total HS Graduates
Indiana Public College	33,594	45.9%
Indiana Private College (non-profit)	6,445	8.8%
Indiana Private College (for-profit)	71	0.1%
Out-of-State Public College	3,239	4.4%
Out-of-State Private College (non-profit)	2,639	3.6%
Out-of-State Private College (for-profit)	159	0.2%
Non-degree Granting School	2	0.0%
Indiana State-Affiliated Public	0	0.0%
Did Not Enroll in College	27,089	37.0%

Indiana Public College Enrollment



Indiana Public College Enrollment by College

College	# Enrolled in IN Public College	% of Total Enrolled in IN Public College
Ball State University	3,186	9.5%
Indiana State University	2,065	6.1%
University of Southern Indiana	1,405	4.2%
Indiana University-Bloomington	4,294	12.8%
Indiana University-East	294	0.9%
Indiana University-Kokomo	540	1.6%
Indiana University-Northwest	533	1.6%
Indiana University-Purdue University-Indianapolis	3,587	10.7%
Indiana University-South Bend	856	2.5%
Indiana University-Southeast	642	1.9%
Purdue University-Fort Wayne	1,352	4.0%
Purdue University-Northwest	935	2.8%
Purdue University-Polytechnic Statewide	131	0.4%
Purdue University-West Lafayette	3,921	11.7%
Ivy Tech Community College	8,547	25.4%
Vincennes University	1,306	3.9%



Indiana College Readiness Reports

2017 High School Graduates
State of Indiana



Indiana Public College Enrollment by Degree Type

Degree Type	# Enrolled in IN Public College	% of Total Enrolled in IN Public College
Bachelor's Degree (four-year)	23,159	68.9%
Associate Degree (two-year)	9,339	27.8%
Award of at least 1 but less than 2 academic years	480	1.4%
Award of less than 1 academic year	170	0.5%
Unclassified undergraduate	446	1.3%



Indiana Public College Enrollment by Program Type

Program Type	# Enrolled in IN Public College	% of Total Enrolled in IN Public College
Arts and Humanities	5,542	16%
Business and Communication	5,417	16%
Education	2,125	6%
Health	5,730	17%
Science, Technology, Engineering, and Math (STEM)	7,332	22%
Social and Behavioral Sciences and Human Services	3,018	9%
Trades	1,936	6%
Undecided	2,494	7%



Indiana Public College Enrollment by Status

Status	# Enrolled in IN Public College	% of Total Enrolled in IN Public College
Full-Time Students	28,487	85%
Part-Time Students	5,107	15%

Academic Preparation



Indiana Public College Remediation by Subject

Subject	# Enrolled in IN Public College	% of Total Enrolled in IN Public College	# Earning Remedial Credits	% Earning Remedial Credits
Math Only	2,239	7%	1,657	74%
English/Language Arts Only	1,153	3%	735	64%
Both Math and English/Language	486	1%	350	72%
No Remediation	29,716	88%	--	--

Indiana College Readiness Reports

2017 High School Graduates
State of Indiana



Indiana Public College Students Needing Remediation

Breakdown	# Enrolled in IN Public College	# Needing Remediation	% Needing Remediation	# Earning Remedial Credits	% Earning Remedial Credits
High School Diploma Type					
Honors	16,783	509	3%	451	89%
Core 40	15,503	2,799	18%	1,970	70%
General	1,308	570	44%	321	56%
High School Graduation Waiver Status					
Graduated with Waiver	1,170	580	50%	372	64%
Graduated without Waiver	32,424	3,298	10%	2,370	72%
Advanced Placement Status					
Took and Passed an AP Test	8,372	228	3%	204	89%
Took but Did Not Pass an AP Test	7,620	441	6%	363	82%
Did Not Take an AP Test	17,602	3,209	18%	2,175	68%
Dual Credit Status					
Earned Dual Credit from an Indiana Public College	24,042	1,833	8%	1,432	78%
Did Not Earn Dual Credit from an Indiana Public College	9,552	2,045	21%	1,310	64%
21st Century Scholar Status					
21st Century Scholar	6,494	640	10%	480	75%
Non 21st Century Scholar	27,100	3,238	12%	2,262	70%
Socioeconomic Status					
Free or Reduced Lunch	9,597	1,720	18%	1,103	64%
Non Free or Reduced Lunch	23,997	2,158	9%	1,639	76%
Race/Ethnicity					
White	25,388	2,468	10%	1,861	75%
Black	3,184	799	25%	478	60%
Hispanic	2,755	391	14%	259	66%
Asian	998	62	6%	48	77%
Other	1,269	158	12%	96	61%
All Students	33,594	3,878	12%	2,742	71%



Indiana College Readiness Reports

2017 High School Graduates
State of Indiana



Student Performance



Indiana Public College Student Performance

Breakdown	# Enrolled in IN Public College	Average Freshman Year GPA	Average Freshman Credit Hours Earned
High School Diploma Type			
Honors	16,783	3.1	27.47
Core 40	15,503	2.1	17.55
General	1,308	1.6	9.20
High School Graduation Waiver Status			
Graduated with Waiver	1,170	1.7	11.75
Graduated without Waiver	32,424	2.6	22.56
Advanced Placement Status			
Took and Passed an AP Test	8,372	3.2	28.21
Took but Did Not Pass an AP Test	7,620	2.7	24.40
Did Not Take an AP Test	17,602	2.3	18.35
Dual Credit Status			
Earned Dual Credit from an Indiana Public College	24,042	2.8	23.87
Did Not Earn Dual Credit from an Indiana Public College	9,552	2.1	17.93
21st Century Scholar Status			
21st Century Scholar	6,494	2.5	23.16
Non 21st Century Scholar	27,100	2.6	21.95
Socioeconomic Status			
Free or Reduced Lunch	9,597	2.2	18.61
Non Free or Reduced Lunch	23,997	2.7	23.61
Race/Ethnicity			
White	25,388	2.7	22.98
Black	3,184	1.9	17.03
Hispanic	2,755	2.4	20.02
Asian	998	3.0	26.71
Other	1,269	2.3	20.28
Enrollment Status			
Full-Time Students	28,487	2.7	24.60
Part-Time Students	5,107	1.9	8.69
All Students	33,594	2.6	22.18

Indiana College Readiness Reports

2017 High School Graduates

State of Indiana



Data Sources: Indiana Commission for Higher Education (CHE); Indiana Department of Education (IDOE), National Student Clearinghouse (NSC)

NOTES:

High School Graduates (“Students”): Count of Indiana high school graduates and associated disaggregations are based on the total count of graduates reported on the IDOE-GR report for 2017. Graduate counts are not IDOE cohort graduate counts and thus may not match cohort graduate counts and associated disaggregations reported in other places, such as DOE Compass. SOURCE: IDOE

College Enrollment: Represents students reported as enrolled in postsecondary education, regardless of institution type, within the year following high school graduation (e.g., for 2017 high school graduates, postsecondary enrollment is counted for 2017-18 school year). A student was considered enrolled only if: a) s/he was enrolled as a degree or certificate-seeking undergraduate student and b) s/he was enrolled for the equivalent of at least one semester during the school year. SOURCES: NSC, CHE

Indiana Public College Enrollment: Represents students reported as enrolled in an Indiana public postsecondary institution. SOURCE: CHE

21st Century Scholar Status: Represents students who were eligible for affirmation and affirmed. Students who were enrolled in K-12 as Scholars but did not affirm, or students who affirmed but were not eligible, are not considered 21st Century Scholars for this report. SOURCE: CHE

AP Participation/Passing Exam Status: Represents students who sat for and/or passed (received score of 3 or higher) at least one Advanced Placement exam. SOURCE: IDOE

Dual Credit Status: Represents students who earned/did not earn credit hours awarded by Indiana public colleges that were recognized by both the high school and the postsecondary institution. Dual credit calculations only include credits awarded by Indiana publics. SOURCE: CHE

Full-time/Part-time Enrollment Status: Full-time enrollment defined as enrolled in 12 or more credits in the semester of entry at an Indiana public college. Part-time enrollment defined as enrolled in fewer than 12 credits in the semester of entry at an Indiana public college. SOURCE: CHE

Remediation Enrollment: Represents Indiana public college students identified as deficient in the general competencies necessary for regular postsecondary curriculum in English/language arts and/or mathematics. Students enrolled in both credit and non-credit remedial coursework are included in remediation totals. SOURCE: CHE

Remediation Success: Represents Indiana public college students who successfully complete the subject(s) in which they were identified as needing remediation. Students who were identified as needing remediation in both English/language arts and math needed to successfully complete both English/language arts and math in order to be counted as earning remedial credit. SOURCE: CHE

Freshman GPA: Represents cumulative grade point average for the latest term of enrollment at an Indiana public college in the year following high school graduation. SOURCE: CHE

Freshman Credit Hours Earned: Represents average number of institutional credits earned during the year following high school graduation at an Indiana public college. SOURCE: CHE

*****Not Applicable/Suppressed Data:** Data may be missing either because no data were available or fewer than 10 students were in a group and the data had to be suppressed for privacy reasons. In some cases, at least two groups of student data had to be suppressed because of complementary suppression rules

ABOUT THE DATA

General Notes and Sources:

Sources: Indiana Commission for Higher Education (CHE); Independent Colleges of Indiana (ICI); Indiana Department of Education (IDOE), National Student Clearinghouse (NSC), ScholarTrack, U.S. Census Bureau; Selected educational attainment and population characteristics, 2017 American Community Survey (ACS), 1 year estimate (state level), 2013-2017 ACS, 5 year estimates (county level)

High School Graduates (“Students”): Count of Indiana high school graduates and associated disaggregations are based on the total count of graduates reported on the IDOE-GR reports. Graduate counts are not IDOE cohort graduate counts and thus may not match cohort graduate counts and associated disaggregations reported in other places, such as DOE Compass. SOURCE: IDOE

Demographic Context Data:

% Associate or Higher: Percentage of residents, ages 25-64, with an associate degree or higher. SOURCE: U.S. Census Bureau, ACS

% Non-White: Percentage of high school graduates who self-identified as multiple races or a single race other than White. SOURCE: IDOE

% Earning Dual Credit: Percentage of students who earned credit hours awarded by Indiana public colleges recognized by both the high school and the postsecondary institution. Dual credit calculations only include credits awarded by Indiana public colleges. SOURCE: CHE

% Passing an AP Test: Percentage of students receiving a score of 3 or higher on at least one Advanced Placement exam. SOURCE: IDOE

% Enrolling in College: Percentage of students enrolled in postsecondary education, regardless of institution type, within the year following high school graduation. SOURCES: CHE, ICI, NSC

% Meeting All Early College Success Criteria: students who met all three indicators of 1) no remedial coursework, 2) earned all credits attempted, and 3) persisted to sophomore year. SOURCE: CHE

Rural/Urban Classification: Identifies whether a county falls within a Metropolitan Area established by the Office of Management and Budget. Any county that is not a part of a Metropolitan Area is considered rural. The rural/urban classifications for Indiana counties are listed in Section I of the following document: <ftp://ftp.hrsa.gov/ruralhealth/Eligibility2005.pdf>.

Regions: Represent the Economic Growth Regions established by the Indiana Department of Workforce Development

College Going Data:

College Enrollment: Represents students reported as enrolled in postsecondary education, regardless of institution type, within the year following high school graduation (e.g., for 2015 high school graduates, postsecondary enrollment is counted for 2015-16 school year). A student was considered enrolled only if: a) s/he was enrolled as a degree or certificate-seeking undergraduate student and b) s/he was enrolled for the equivalent of at least one semester during the school year. SOURCES: CHE, ICI, NSC

Indiana Public College Enrollment: Represents students reported as enrolled in an Indiana public postsecondary institution. SOURCE: CHE

Academic Preparation Data:

Remediation Enrollment: Represents Indiana public college students identified as deficient in the general competencies necessary for regular postsecondary curriculum in English/language arts and/or mathematics. Students enrolled in both credit and non-credit remedial coursework are included in remediation totals. SOURCE: CHE

Remediation Success: Represents Indiana public college students who successfully complete the subject(s) in which they were identified as needing remediation. Students who were identified as needing remediation in both English/ language arts and math needed to successfully complete both English/language arts and math in order to be counted as earning remedial credit. SOURCE: CHE

College Performance:

Freshman GPA: Represents cumulative grade point distribution for the latest term of enrollment at an Indiana public college in the year following high school graduation. SOURCE: CHE

Freshman Credit Hours Earned: Represents distribution of institutional credits earned during the year following high school graduation at an Indiana public college. SOURCE: CHE

Persistence: Represents percentage of students who started their freshman year at an Indiana public college and who continued enrollment into the fall semester of the second year at any Indiana public college. SOURCE: CHE

Early College Success Benchmark: Represents students who met all three indicators of 1) no remedial coursework, 2) earned all credits attempted, and 3) persisted to sophomore year. SOURCE: CHE

Completion Rates: Calculations based on a subgroup of students who were enrolled in Indiana public colleges within one year of high school graduation. On-time, Same Campus and Degree Level: Represents students in cohort who completed, within 100% time (4 years for a bachelor’s, 2 years for a longer-term certificate or associate) a degree at the same level initially sought at the same college/university system at which they initially enrolled. Any Campus or Degree Level within Six Years: Represents students in cohort who completed, within 6 years, any degree at any public institution in Indiana, or at a private or for-profit college/university in Indiana or elsewhere in the United States, provided the college or university participates in the National Student Clearinghouse. SOURCE: CHE, ICI, NSC

ABOUT THE DATA

Other Data Notes (Disaggregation Categories & Suppression)

High School Diploma Type: High school diploma type received upon high school graduation. Honors represents students who received an Academic Honors Diploma, an Academic and Technical Honors Diploma, or an International Baccalaureate Diploma. Core 40 represents students who received a Core 40 Diploma or a Technical Honors Diploma. SOURCE: IDOE

21st Century Scholar Status: Represents students who were eligible for affirmation and affirmed. Students who were enrolled in K-12 as Scholars but did not affirm, or students who affirmed but were not eligible, are not considered 21st Century Scholars for this report. SOURCE: CHE

AP Test Status: Represents students who sat for and/or passed (received score of 3 or higher) at least one Advanced Placement exam. SOURCE: IDOE

Dual Credit Status: Represents students who earned/did not earn credit hours awarded by Indiana public colleges that were recognized by both the high school and the postsecondary institution. Dual credit calculations only include credits awarded by Indiana publics. SOURCE: CHE

Full-time/Part-time Enrollment Status: Full-time enrollment defined as enrolled in 12 or more credits in the semester of entry at an Indiana public college. Part-time enrollment defined as enrolled in fewer than 12 credits in the semester of entry at an Indiana public college. SOURCE: CHE

Socioeconomic Status: Enrollment status in the Federal Free and Reduced Price School Meals program during a student's senior year in high school. SOURCE: IDOE

Not Applicable/Suppressed Data: Data may be missing on dashboards and individual .pdf reports either because no data were available or fewer than 10 students were in a group and the data had to be suppressed for privacy reasons. In some cases, at least two groups of student data had to be suppressed because of complementary suppression rules.